**The Core and MORE Instruction Checklist**

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5th grade- Brookwood

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| **The CCSS Standard: 5.NBT.1**  **The Envision Lesson: Topic 1-1 Place Value** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Students may confuse billions and millions. This can be counteracted with a demonstration of how many zeros are found in each as written on the board (see teacher guide page 4). Assigning reteaching assignment set A on page 20 in the math book for students who need more practice. | Digits  Value  Standard Form  Expanded Form  Word Form |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| They will take a daily multiplication time test.  The students will then with a Spiral Review 1-1. They’ll work on this to activate prior knowledge in preparation for the lesson.  Problem of the day will be discussed as well. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? I will the present the words and explain their definitions. The students will record words and definitions in their math journals. 2. How will you provide multiple opportunities for vocabulary to be used in context? Throughout the lesson I will use the vocabulary in referring to relevant math concepts. I will help the students to use this vocabulary in their oral and written responses. Positive reinforcement (praise) will be given for using these new words in cooperative learning activity. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Read “How Much is a Million” to give the children an idea of the size of this number.  The concept is then presented through the successnet lesson online, then students will practice together the guided practice found at the end of the lesson. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The students will work with a partner to chart numbers on a place value chart using Interactive Learning Sheet 1. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students will then have an opportunity practice and check one another’s work by working on the Independent practice section on pages 4-5. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quick check on day 2. | |
| **HOMEWORK** | |
| There is a practice sheet at the end of the lesson that students will complete at home. The sheets will be corrected tomorrow and they will be followed up with a quick check lesson quiz. | |